AWARE

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EDUCATION/RECREATION AND PARKS/CULTURE/ADVANCED EDUCATION
In Co-operation with
THE COMMUNITY EDUCATION ASSOCIATION OF ALBERTA

Alberta
EDUCATION, ADVANCED EDUCATION,
RECREATION AND PARKS, CULTURE

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WHAT THIS PUBLICATION IS ABOUT

Aware is a resource manual for increasing the awareness of community schools and community education. This is an information service provided by the Interdepartmental Community School Committee in cooperation with the Community Education Association of Alberta. The need for the publication was originally raised by the IDCSC Advanced Educational Liaison Committee.

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INTRODUCTION

The purpose of the AWARE Resource Manual is to provide Community School leadership teams with strategies designed to increase awareness about the concepts of Community Schools and Community Education.

The rationale for increasing the understanding of the concepts of Community School/Education is manifold:

1. to encourage community feedback; to accurately reflect community concerns;
2. to increase community school effectiveness;
3. to increase awareness of and access to community;
4. to enable our publics to understand the value of the community school programme;
5. to encourage participation by the broader community in the community school programme; and
6. to enable elected officials and those in authority to make knowledgeable decisions.

The suggested strategies are consistent with the Community School/Education philosophies. The ideas presented are concrete and can be used as suggested, adapted to your situation or may act as a springboard to trigger new strategies. The groups addressed in this handbook include:

1. Community School Staffs
2. Community School Advisory Councils
3. Community School Students
4. Elected Officials
    a. MLA's
    b. Council persons
    c. Trustees
5. Superintendents
6. Central Office Personnel
7. Provincial Government
8. Business Community

STRATEGIES FOR COMMUNITY SCHOOL STAFFS

This section includes ideas which highlight both the ten characteristics and the seven objectives of Community Schools. These processes are ongoing and may be used with the Community School staff.

COMMUNITY SCHOOL STAFF MEETINGS (Numbers 1 - 6)

1. The members of the Community School leadership team should prepare together and report at each staff meeting. The report could highlight the staff's efforts and successes and could include achievements which exemplify the ten characteristics.
2. Agenda items can be flagged (use appropriate word or symbol) and a moment used to explain the relationship between the agenda item and the characteristics. Examples are:
   a. Professional Development — Everyone a Learner
   b. Custodial Report — Community Use/Collegiality
   c. Playground Safety — Community Issues
   d. Citizenship Court held in school — Community Related Curriculum
3. At some point in the staff meeting, the principal teacher can consider scheduling items of interest to all staff members and then insure that all can be relieved of regular duties to attend that portion of the meeting. Shared decision-making would enable the staff to grow together.
4. Each person most responsible for a school or charter goal should have a reporting opportunity. The report could include identifying the goal and person who is working to achieve it, progress to date and expected closure. Another suggestion is that each goal be related to at least one of the ten characteristics.
5. Consider highlighting a Community School characteristic at each staff meeting. Discuss ways it is already being utilized and record other applications which are appropriate. Don't let a good idea get lost — record for the next year or make someone most responsible!
6. The staff often needs updates, reminders or more detailed schedules. When applicable, highlight these by featuring the appropriate logo with each update. A very good set of logos can be obtained from St. Mary's Community School, Calgary.

COMMUNITY SCHOOL LEADERSHIP (Number 7)

7. Dedicated, knowledgeable, humane and participatory leadership is at the core of excellent schools. You may wish to refer to a leadership Checklist found in Appendix "A".

CURRICULUM SHARING MEETINGS (Numbers 8 - 12)

8. The Curriculum Co-ordinator may work intensively with an individual teacher or curriculum group for a designated period of time or may schedule regular planning meetings with teachers in grade or subject areas.
9. The Curriculum Co-ordinator may give assistance in identifying, accessing, implementing and evaluating community resources. Stress the value of the Co-ordinator working and sharing with the teaching staff as they grow together in their understanding of a life-centered curriculum.
10. The role and expectations of the Curriculum Co-ordinator varies from school to school. A constant may be that the Curriculum Co-ordinator ensures that the staff is aware of curriculum activities and events planned for the students, giving staff sufficient time to make lesson changes when needed.
11. Involve the greatest number of appropriate staff members when making curriculum decisions. A sense of ownership often results in more effective teaching.
12. Parents, community members and agency representatives can contribute exciting curriculum suggestions, become a strong support system, provide resource people, places and work as effective volunteers.

COMMUNITY SCHOOL HIRING (Numbers 13 - 14)

13. Ensure prospective staff members have a basic understanding of the Community School concept by sending them information: e.g. **Beyond The Classroom Walls** brochure, grey community school objectives

sheet, school achievement review and list of objectives, school goals and school philosophy. The prospective staff members understanding and support of the concept can be checked during the interview.

14. In a school district where a member of the advisory council is on the interview team for a principal teacher, the same strategies as suggested in 13 may be used.

COMMUNITY SCHOOL PROFESSIONAL DEVELOPMENT AND INSERVICE (Numbers 15 - 25)

15. One of the roles of the Curriculum Co-ordinator is as a member of the Professional Development Committee.

16. When planning and implementing your professional development events, remember the resources of Community School Friends, human resources from other Community Schools, leadership teams, staff and council members as well as the resources of the IDCSC and CEAA.

17. Community School orientations are typically for new staff members, but with a fresh approach they are of value to all the staff.

18. The Community School leadership team's role in orientation could include: talking about their positions in relationship to the characteristics and school objectives, highlighting past achievements and reviewing goals. Make it clear that the two Co-ordinators are in the school to help the teachers and to help enhance student learning.

19. Present a boldly coloured Community School concept file to each new staff member. Fill it with anything and everything that might help the new staff member: an outline of your Community Resource Inventory Bank (CRIB), specific resources for a particular teaching assignment, etc.

20. Veteran staff members can orient new staff members in small groups through a predetermined agenda. A buddy system may also be set up to orient new staff members.

21. Time may be spent midyear to focus on the application of appropriate Community School characteristics to the curriculum and the school program. Achieved results encourage staff to continue building such characteristics as community related curriculum into their program. Time lines and the person most responsible are always appropriate when new and exciting ideas are born.

22. Hold a brainwriting session with your staff. Have staff list every conceivable idea which fits under each characteristic. Then choose one or two ideas which can be implemented during the remainder of the school year. Emerging needs bring new ideas; new ideas create new needs.

23. The evaluation process should be ongoing throughout the school year. Brainwriting or brainstorming is an effective tool for evaluation and planning.

24. Schools may wish to establish a sub-committee of staff, students, parents and community members/Advisory Council as you evaluate and plan. Request that they test the school's accomplishments against the ten characteristics.

25. Consider a retreat format for one of your Professional Development days. Aside from uninterrupted thinking time, a retreat provides time for getting to know each other.

INFORMATION EXCHANGES (Numbers 26 - 30)

26. Information sharing increases awareness and problem solving. Joint meetings could occur between two or more of the following groups: Staff, Student Council, Advisory Council, Further Education Council, Recreation Board, etc.

27. Two or more Community School staffs may wish to meet together either in a workshop setting or for an information/idea exchange. Encourage the staff to look for applications of characteristics that would be appropriate in their own setting.

28. Prepare an information kit which contains bulletins, evaluations and curriculum ideas. This kit can be used by staff members on visits to other schools or when making presentations to community or agency groups.

29. Two or more Community Schools may wish to develop a Professional Development Day together addressing issues of concern.

30. Consider joint meetings between the leadership teams of nearby Community Schools. Also consider information and idea-sharing meetings with the Curriculum Co-ordinators and of the Community School Co-ordinators.

CONFERENCES AND WORKSHOPS (Number 31 - 33)

31. Keep the staff informed of the following conferences: a) CEAA Annual Conference (fall); b) Canadian Association of Community Education (fall); c) Regional Conferences/Workshops; d) IDCSC sponsored workshops; and e) Other relevant conferences.

    Consider preparing a conference calendar for your staff room.

32. Provide an opportunity for staff members returning from a conference/workshop to report on new ideas and to share good feelings about the successes your school is achieving.

33. Staff members attending workshops or conferences may wish to tape a session for later sharing with staff.

EDUCATIONAL OPPORTUNITIES (Number 34)

34. Encourage your staff to take advantage of Community Education courses, both credit and non credit, offered by the universities within Alberta. A listing of current courses may be obtained from the IDCSC.

SCHOOLS AND COMMUNITY COMMUNICATIONS (Number 35 - 44)

35. Have a big, bright and obvious "Welcome to your Community School" sign displayed at the front door.

36. At special events, have your students greet community guests and escort them through the school. Encourage staff and students to welcome visitors at all times.

37. Members of the leadership team and/or teachers may wish to present the Community School concept to students and parents, or community members. Staff meeting discussions, written handouts, films, and personal interaction can help the presentors prepare. Students or parents may be included as presentors.

38. Resources which may be useful in a presentation include: your achievement review, school goals, school policies, Community Resources Inventory Bank (CRIB), **Beyond the Classroom Walls** video and locally prepared video materials and printed materials, including other materials from IDCSC.

39. Teachers may wish to prepare a one-page synopsis of the curriculum for the year indicating how they will relate student learning to life situations. Collect the copies; use at "Meet The Teacher Night", put them on the office coffee table, use excerpts in your newsletter, and use for your yearly evaluation.

40. Staff and community awareness could be increased by illustrating the ten characteristics in school displays or with written communiques. Some examples are: senior citizen or peer tutoring — Everyone a Teacher; community/school fair — Facility Use.

41. Ten classes could assume the responsibility for illustrating one characteristic each during the school year. A leadership person could be most responsible for co-ordinating the bulletin board series and/or a printed bulletin or newsletter.

42. Use a bulletin series whenever you wish to communicate the good things that happen in your school.

43. Students could prepare a slide tape presentation of their school by scripting for and photographing situations that illustrate each of the ten characteristics. This student produced presentation could be used for community groups, for orientations, visitations, etc.

44. Let your community know what is going on in your school with the philosophy that "We Do _____ You Can Join Us" or "You Want _____ We'll help you accomplish your wishes".

STRATEGIES FOR ADVISORY COUNCILS

ADVISORY COUNCIL MEETINGS (Numbers 45 - 48)

45. Techniques which are effective in raising staff awareness and understanding could be useful in council meetings. .

46. At least one staff representative should be a member of the Community School Advisory Council. A monthly report to staff should include what is happening at the Advisory Council and what is planned for the school. You may wish to invite all members of your staff to Advisory Council meetings on a rotational basis.

47. The Council's effectiveness may be increased by involving co-opted staff, community, and Advisory Council members. This may be particularly effective at the sub-committee level. The sub-committee's tasks could be defined and more effectively applied by making reference to selected, applicable Community School characteristics.

48. The Council's recommendations for action can be created and presented in the context of the characteristics.

INCREASING STUDENT AWARENESS

The following ideas have come from Community Schools (Numbers 49 - 58)

49. "Be In It" is the name of the slide presentation used by St. Mary's to explain Community School concepts. The presentation tells about programs, facilities and opportunities available at the school.
(St. Mary's Community School, Calgary, 228-5810).

50. For younger students, the Community School Co-ordinator uses a puppet called "Irving" and a large hand-printed and hand illustrated book entitled "Irving and His Community School". One page reads "Sometimes my Gramma comes to school. She reads to our class or teaches swimming at the pool. My mother comes to learn to sew and my baby brother comes to learn to throw."
(St. Mary's Community School, Calgary, 228-5810).

51. Twenty-five RANCHHANDS, a service club of fifth and sixth graders, have written, made puppets and produced a play about Community Schools and, in particular, their school. The play has been presented to students, parents and community members and has been video-taped. RANCHHANDS is under the direction of the Community School Co-ordinator and the Curriculum Co-ordinator.
(Ranchlands Community School, Calgary, 239-6111).

52. A slide tape presentation called "A People Place" was produced by the Media Services Department of the Calgary Board of Education at the request of Calgary's Community Schools. It is appropriate for students (upper elementary and up), staff, parents and community members, school boards and elected officials. It is never shown without a backup team consisting of a Community School Co-ordinator, Curriculum Co-ordinator and Principal Teacher.
(Any Community School in the Calgary Public System).

53. An outline of a unit focussing on the ten characteristics of the Community School includes objectives and a variety of activities to enhance the students' understanding of the Community School concept. Although this outline was designed for a grade 9 option course, suggestions could be adapted to any grade level.
(Edwin Parr Community School, Athabasca, 675-2285).

54. Using the ten characteristics as guides, a list of activities has been developed for students. The activities have been divided into two units: one set for Grades 1-3; the other for Grades 4-6. The upper elementary unit could be easily adapted to junior high. This is a well presented outline developed by the Coordinator and a Liaison Teacher.
(Southview Community School, Medicine Hat, 526-4495).

55. Hot off the press comes a unit developed by the Curriculum Co-ordinator. Using homeroom teachers as leaders, the students were led through a series of study and activity which helped them develop an understanding of the Community School concept. A complete outline of activities and timelines, teaching materials, teaching directions and a student and teacher evaluation questionnaire are included.
(Peter Pond Community School, Ft. McMurray, 743-2378).

56. A teaching outline for K-6 has been developed for use in the Edmonton Public System called "Education Is the Most Important Resource a Community Can Provide". While not developed specifically for use in Community Schools, it contains worthwhile ideas and activities. Developed by Rachel How of Clara Tyner School and Armin Wilcer of Newton School, Edmonton.
(Contact: Bruce Milne, Kameyosek Community School, Edmonton, 462-8724).

57. "A Parade of Stars" is a group of non-teaching members of staff who tour all Grade 10 classes to inform students of the school's uniqueness. Other staff members hold community treasure hunts as part of the community related curriculum.
(M.E. LaZerte Community High School, Edmonton, 476-8611).

58. A 28 minute video tape about A.B. Daley Community School, Nanton, is available for viewing. Phone 646-3161.

COMMUNICATING WITH SIGNIFICANT ALLIES

ELECTED OFFICIALS — MLA'S AND COUNCIL PERSONS (Number 59 - 77)

The school is a place where the MLA or Council person can have exposure within his/her community and learn more about the concerns of their constituents and the positive things that happen in their communities. The principal teacher can set the stage for the development of positive relationships with elected officials.

59. The principal teacher can visit the office of the elected officials early in the school year. At the same time introduce yourself to the officials' secretaries and learn their names.

60. Invite elected officials for lunch followed by small group meetings with staff and Advisory Council.

61. Invite an elected official to participate in a Professional Development activity. At one school, the MLA and councilmen flip pancakes for an Advisory Council sponsored breakfast; following the breakfast they settle down to more serious discussions with the staff.

62. Invite the elected official to be present at official events such as Designations, open houses, drama and music presentations, etc.

63. The elected official may become a member of the Advisory Council as either a voting member or an ex-officio member.

64. Invite the elected official whenever there is an appropriate gathering of people, e.g. community meetings, community fairs and sport days or special events sponsored by groups using the school.

65. Invite the press to cover school events. Take pictures that can be posted, send to the local paper and/or mail a copy to the elected official (especially if they are in it!).

66. Send minutes of the Advisory Council's meetings to elected officials; include Summary for Convenience. It will be read.

67. Send copies of your school newsletter and other appropriate communiques to elected officials.

68. A list of the names of your staff, community volunteers and the names of people on your advisory committee may be included with a newsletter.

69. A calendar of events marking such activities of interest to the official may also be included with the newsletter.

70. On the calendar of events, you may wish to indicate the projected hours of community use.

> The Minister of Education has asked to be kept informed of community school activities. While a paper blizzard is not indicated, well chosen and relevant pieces of information are.

71. Consider having public forms of recognition and appreciation of grants received for the Community School.

72. Be proactive. Consider the problems shared by you and your elected official. Enact community education by providing forums, etc. The Advisory Council can become problem solvers and pass on viable suggestions.

73. There are many issues in a community. The Advisory Council may wish to support other groups in the community, showing that their interest does extend into the broad community.

74. Community Schools can request that they be placed on the mailing list of their elected officials.

75. The school can review its marketing techniques. Get expert help and build on the successes in marketing already achieved. Build on the success of the school as well.

76. Keep the MLA up to date on school concerns and ideas that relate to educational issues. Discuss your concerns with them and let them know your point of view. Issues which may be considered include: documents which may affect education (e.g. white papers), timely items (e.g. school closure), school/community use of facilities, computer needs and concerns for adult educational programming such as basic literacy and ESL.

77. Elected officials need and deserve our sincere appreciation. Many Community Schools have elected officials who support the school vocally and politically as well as through time commitments.

ELECTED OFFICIALS — TRUSTEES

ADVISORY COUNCILS AND TRUSTEES (Numbers 78 - 91)

78. Each year, representatives of each school's advisory groups may meet with their respective Boards to formally present the annual yearbook of goals and objectives and to give the "Good News" report for the year.

79. Advisory Councils may consider setting up a phone committee designed to inform Trustees about what is going on at their school and to invite Trustees to special events.

80. Advisory Councils may consider reserving a seat for Trustees on its Advisory Council. Inform Trustees of meeting times, dates and contact persons, and also send them minutes which include a "Summary for Convenience".

81. Encourage people who are interested in Community Schools/Community Education and who would make good Trustees to consider running for Trustee offices.

82. Identify interested Trustees and encourage them to consider aspiring to an officer's position on the ASTA Executive.

83. Consider sending letters of appreciation from the school to Trustees that the school has identified as being particularly active in support of the Community School concept.

84. Invite contributing Trustees to appreciation events.

85. Each Community School, particularly in large urban areas may consider "adopting a Trustee" in a special effort to make this representative feel a part of the school.

86. Invite interested, knowledgeable Trustees to be speakers, participants and/or resource people at Professional Development Days, workshops and conventions.

87. Encourage interested Trustees to bring new or uninformed Trustees to: your Community School, workshops on Community Education and Advisory Council meetings.

88. Community Schools may ask Trustees to provide news articles regarding their experiences and feelings towards the Community School concept for: the school newspaper, local newspaper, ASTA Magazine, and the CEAA Informer.

89. Community Schools may extend an invitation to Trustees in their respective zone to tour effective Community Schools in their area.

90. Community Schools may extend a special invitation to their School Board to host a Board meeting at the school. At the same time, the new yearbook of Goals and Objectives and the "Good News" may be presented, or a relevant issue may be included on the agenda.

91. Community Schools may invite a Trustee to contribute as a volunteer in the school setting.

SUPERINTENDENT AND/OR ASSOCIATE SUPERINTENDENT (Numbers 92 - 102)

92. Invite your Superintendent/Associate Superintendent to the school to meet informally with the school administration.

93. Do your job to communicate Community School philosophy to your Superintendent/Associate Superintendent — provide handouts where applicable.

94. Put your Superintendent's/Associate Superintendent's office on your newsletter mailing list.

95. The leadership team should identify relevant concerns regarding board policy and Community School operations. Policies should be clarified regarding staffing, Advisory Council, funding needs, school use and public relations.

96. Identify lines of communication for your school. Confirm procedures and identify contact personnel in central office.

97. Become conversant with applicable accounting/bookkeeping procedures.

98. Let your Superintendent know the kinds of things you require in support of the Community School, i.e. that new staff be made aware of and support the Community School concept.

99. The Superintendent is usually the avenue through which to approach the School Board. Discuss and clarify procedures that are appropriate for approaching the Board.

100. Offer a tour of Community Schools to Superintendent groups when they are meeting in your area.

101. Offer to make a presentation on Community Schools at the Superintendent's Zone Meetings which are held quarterly.

102. See strategies for elected officials to provide ideas for keeping the Superintendent /Associate Superintendent informed.

CENTRAL OFFICE (Numbers 103 - 117)

103. Principal teachers/administrators should clarify lines of communication in order to follow appropriate procedures with Central Office staff.

104. Invite Central Office people to school for special events where each person can interact with staff and/or students in a positive way. Give Central Office a chance to "shine": as presentors at Professional Development events; as resource persons in the classroom such as a math specialist speaking on "Relating Algebra to the Real World"; or as a guest at student performances.

105. Sell your school in a positive way by sending copies of school information to Central Office: newsletter, recognition awards, etc.

106. Offer to host senior administrative meetings for those jurisdictions adjacent to your area with the idea of acquainting them with Community School concepts.

107. The Community School leadership team should identify and make contact with the local representatives for Alberta Recreation and Parks, Alberta Advanced Education, Alberta Education and Alberta Culture.

108. Consider inviting representatives from IDCSC Departments, Alberta Recreation and Parks, Alberta Culture, Alberta Advanced Education and Alberta Education to sit as members of your Advisory Council.

109. Schools should establish an information network to keep key government people informed. Other communication strategies identified in this manual may be appropriate here.

110. Send copies of your charter and yearly evaluation to representatives of the IDCSC departments.

111. Ask IDCSC department representatives to contribute to newsletters, to write forwards and editorials for special projects the school may undertake, and to make comments on issues that affect the school.

112. Tell your community how the IDCSC departments support school projects, e.g. the co-operation obtained from Alberta Culture during the planning of multicultural events. Use the picture of your local department representative in your news items.

113. Create a "rogue's gallery" of people who support the school. Include your IDCSC department personnel as well as elected officials, business people, etc.

114. Consider sending your students to IDCSC department offices to interview personnel about their jobs, e.g. give a student the task of reporting on an Alberta Career Center, how it functions and its mandate.

115. The Advisory Council may wish to do perception checks with people from IDCSC departments.

116. The Advisory Council may wish to give Community School presentations at IDCSC departments meetings.

117. The Community School may wish to pay registration fees to Community Education Conferences for local representatives of the IDCSC departments.

BUSINESS COMMUNITY (Number 118 - 130)

118. The Community School leadership team can identify key community groups and support local businesses through such activities as the principal teacher joining the local Chamber of Commerce.

119. The Community School may invite local business men and women to an Open House/Share Day. Listen to the ideas from and concerns of the business community regarding educational needs and trends.

120. Identify staff contacts who will work with community businesses, i.e. work experience, Project Business.

121. Recognize and honor those businesses/people who have made contributions to the life of the Community School.

122. Identify services the Community School can provide for the business community, i.e. teaching: use of computers, basic literacy, welding, etc.

123. Plan with the staff and Advisory Councils strategies that can be implemented to improve school/community relations. Name most responsible person and define time line.

124. Develop a student/community service programme that will meet the needs of your community, i.e. neighbourhood clean-up, assistance to seniors, etc.

125. Teachers may wish to define areas relating to curriculum which also affect the business community for student research and study. Share the information with your business community.

126. Consider inviting the business community into the schools to share expertise, i.e. carpenters in industrial arts, oil company people in science, etc.

127. Consider developing a buddy system with a business in your neighbourhood: They may provide a student trophy; the school may provide free gym space and time for a company volleyball team.

128. The School and Advisory Council might consider providing planning expertise and space for a community business fair — a showcase for businesses, organizations and cottage industries that serve your community. Don't forget to note these services for your CRIB!

129. Consider making a Community School/Education presentation to unions serving your community.

130. Establish positive relationships with the media in your area. Provide them with clear black and white photos and concise write-ups of events and upcoming schedules.

APPENDIX A

LEADERSHIP TECHNIQUE CHECKLIST

LEADERSHIP TECHNIQUE CHECKLIST

by Bruce Milne

As leaders committed to the concepts of life-long learning and learning for life, community school leaders have found the following techniques helpful in their administration. Self check to see how many you already use and which could further help you in your role as leader.

_____ I disseminate leadership, encourage people to take ownership and to make decisions.

_____ I ensure that groups I work with clearly understand the areas in which I can receive input and where I can accept their decisions.

_____ I invite input in the decision making process from all those who will be affected by it. I always complete the advice cycle even when I can't use advice. In those cases, I give a rationale.

_____ I provide opportunities for staff and community members to discuss issues that affect them.

_____ I know and teach about effective participatory techniques including:

- _____ brainwriting
- _____ table go rounds
- _____ summaries for convenience
- _____ responsibility reviews
- _____ pros and cons analysis
- _____ value voting
- _____ most responsible person
- _____ word smithing on the overhead
- _____ referral to committee

_____ I use outside experts to confer with staff on curriculum, student performance, building needs, etc.

_____ I share our resources. I allow the community access to resources the school controls when appropriate.

_____ I encourage groups to learn first about issues, involve others affected, and then act.

_____ I seek out and support efforts by staff to relate learning to life.

_____ I encourage and support opportunities for staff to work cooperatively with each other, as well as students and outside individuals or groups.

_____ I enjoy my staff and allow them to enjoy the best of myself: I smile and laugh with them.

_____ I am a teacher of teachers and still very receptive to learning from everyone.

APPENDIX B

DEFINITIONS FOR COMMUNITY SCHOOL AND COMMUNITY EDUCATION AND OBJECTIVES OF THE ALBERTA COMMUNITY SCHOOL PROGRAMME

THE ALBERTA COMMUNITY SCHOOL PROGRAMME DEFINITION OF A DESIGNATED COMMUNITY SCHOOL

The Community School enters positively into the life of the community. A basic operating principle for the Community School is that a sense of community is important, and people who live in a community should have substantial influence over the destiny of that community.

Consistent with this orientation to the community, a Community School is characterized by a composite set of attributes as outlined below:

Community School — is a school where, with the endorsation of the School Board in cooperation with other local authorities and on behalf of the community, there is formal commitment to the use of the educational process for both individual **and** community betterment. There is also a formal commitment to consciously orient the school to the community it serves. By design, a Community School ideally exhibits the following kinds of characteristics:

1. The basic educational competencies are enhanced by relating these to real life situations in the community in which the school is located. Intense study of the local community becomes a springboard for study of life in other communities and the world. Study of the community in the community is an integral aspect of this emphasis. Such study will use available community facilities and resources, and include work and community service planned for educational outcomes.

2. There is an effective involvement of parents and other interested people in helping to provide advice to develop the curriculum of the school and in helping teachers with the operation of the school through appropriate (voluntary) service.

3. A democratic, collegial philosophy is encouraged by the School Board and principal teacher in the administration and functioning of the school. Parents and other interested community people are regarded as allies.

4. The faculty includes teachers working in cooperation with each other and with community adults and students.

5. Although the education of the young is the priority, all members of the community are potential students, including the very young and adults of all ages. Educational activities involving heterogeneous age groupings are not uncommon.

6. Consistent with **The Goals of Basic Education for Alberta,** the school regards itself as an integral part of the total community education system. The school cooperates with other community organizations and agencies to assist in the delivery of comprehensive educational, recreational, cultural and social services to people in the school attendance area.

7. School facilities may be designed or modified with effective teacher and community input so that the building itself is different from the usual school. Ideally, the entire structure is designed to facilitate community use as well as to accommodate community education activities.

8. The school facility is available for educational, recreational, cultural and social service and other community use on an extended time basis daily and yearly. Such community useage might be scheduled at any time during each operational day.

9. The school, by policy, encourages a constructive study of problems and issues of significance to the community, often in cooperation with other agencies and organizations in the community.

The school has as an important stated goal: the fostering of a sense of community. It assumes it is important that the people who live in its attendance area know and care about each other.

THE ALBERTA COMMUNITY SCHOOL PROGRAMME DEFINITION OF COMMUNITY EDUCATION

THE COMMUNITY SCHOOL CONCEPT IS VIEWED AS PART OF A LARGER CONCEPT OF COMMUNITY EDUCATION.

Community Education — is a process in which people within communities utilize educational, democratic and sound research methods for both individual and community betterment. By design, the community education process ideally exhibits all of the following characteristics:

1. **Interagency Cooperation**
   There is an effective and systematic community/interagency cooperative relationship and interagency commitment to the use of the community education process.

2. **Citizen Involvement**
   Strong emphasis is placed on facilitating informed citizen involvement in local needs identification, decision making, problem solving, and programme implementation.

3. **Use of what is there**
   Priority is placed on full utilization of existing local human and physical resources as a basis for considered community action in the common interest.

4. **Community School a Part**
   The community school and other community agencies and resources are viewed as integral parts of a total community education system.

5. **Volunteerism**
   Emphasis is placed on encouraging community self-help, volunteerism, community initiative and self-renewal through the process of community education.

6. **Local Leadership**
   An important aspect is the development of opportunities and training so that local lay and professional people can assume community leadership roles.

7. **Lifelong Education**
   There is an offering of supplementary and alternative educational opportunities for community members, regardless of age, to extend their skills and interests and to bring about community improvements. Education is viewed as a lifelong process. All positive forms of education are considered potentially useful in this regard, including the use of technology and the mass media.

8. **Sense of Community**
   An important underlying goal in the above considerations is the fostering of a sense of community.

THE OBJECTIVES OF THE ALBERTA COMMUNITY SCHOOL PROGRAMME

While nearly all schools in Alberta exhibit characteristics of a community school as defined on the previous page, Designated Community Schools set out, in a written, renewable program plan (Charter), to exhibit **all** of the characteristics, pursued over time, through a participatory process involving **all** affected publics. The intended objectives of the Alberta Community School Programme are cited below:

1. **Life Centered Schools**
   To establish Designated Community Schools, where there is community, board and staff consent and commitment, which effectively and efficiently help the young, and those older people with a need, to learn to live their lives as fully as possible.

2. **Enhanced Basics**
   To enhance the learning of basic human competencies for living by relating what is being taught in all Designated Community Schools as clearly as possible to real life situations. An intention is to make the full range of community school curriculum come alive by making it as meaningful to the lives of the learners as possible.

3. **Democracy at Work**
   To encourage the conduct of all phases of the affairs and operation of all Designated Community Schools in a democratic, participatory mode which might also serve as a model of a humane, happy and productive work place in the educational and other service of people.

4. **Community Learning Centres**
   Through interagency cooperation, to foster the operation of all Designated Community Schools as effective, efficient community learning and participation centres. This should be done because we want the young, and those older people with a need to experience and observe developmental educational, recreational, cultural, social, political and other positive human domains pursued with people of all ages. An inherent outcome should be the full utilization of the capital investment already made in the school building to serve the entire community appropriately whenever needed.

5. **Community Education at Work**
   Those who give leadership in Designated Community Schools should realize the affinity of the community school concept to community education processes. With every appropriate teachable moment, such leadership staff are to teach people involved in all Designated Community Schools, and people in communities they are intended to serve, the use of community education processes. Such processes are intended to improve successfully individual and community life through education, public involvement and good research practice.

6. **Contribution to Sense of Community**
   To promote contributions by all Designated Community Schools to the development and maintenance of a sense of caring and community among people in the schools' attendance areas and the world.

7. **The 10% Solution**
   While it may be desirable to have all or the majority of schools in Alberta as Designated Community Schools, it is a reasonable objective to have 10%, or 160 Alberta schools, as Designated Community Schools by January 1st, 1990. This figure is a function of the degree of readiness for acceptance and advocacy of the "life-centered," community school idea among principal teachers in the Province.

FURTHER REFERENCES

PRINT

— **Linkage**

Ideas Exchange, Community School of the Month; Perceptions Vol 1 #1 to Vol 3 #6

— **Informer**

Vol. 1 #1 to ongoing

— **Education Today**

Vol. 1 #1 to ongoing

PEOPLE

— Community School Friends

— Further Education Institution Staff

— Local Community School Leaders

NETWORKING

— Community School Leadership regional meetings

— CEAA regional representative